DOCUMENT RESUME

ED 394 903 SP 036 357

AUTHOR Robbins, Jerry H.; And Others
TITLE School Partnership Enacted: The Consociate School.
PUB DATE 13 Feb 95
NOTE 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; Computer Uses in Education; *Contracts; Educational Change; Educational Improvement; *Educational Objectives; Higher Education; High Schools; *Partnerships in Education; Preservice Teacher Education; Program Development; *Program Proposals; School Districts; School Role
IDENTIFIERS Consociate Schools; *Eastern Michigan University; *Farmington Public Schools MI

ABSTRACT

In November 1993, Eastern Michigan University (EMU) and Farmington (Michigan) Public Schools agreed to form a partnership, which established Farmington High School as the first consociate school in the country. Consociate schools were promulgated by the Renaissance Group, an organization of 24 teacher education institutions, including EMU. A consociate school is a school that has developed an exceptionally strong working relationship with a school, college, or department of education. This paper includes: criteria for consociate schools; an outline of the EMU/Farmington Public Schools partnership's rationale and potential contributions of each institution; the partnership agreement between the university and the school district; a photocopy of a news article; a list of successes achieved, projects undertaken, and projects planned; and a draft of the "Farmington High School Consociate School Program Assessment Plan." The draft plan contains an outline of the five program goals for 1994-95, with related activities; suggested assessment strategies; and a template to be used when submitting proposals for collaborative projects. The five program goals include: (1) establishing technology linkages between the school and university; (2) securing external resources for simultaneous restructuring and reform of school and university programs; (3) disseminating model processes and projects; (4) assessing the degree of congruence between the high school exit criteria and university admissions expectations; and (5) enhancing the congruence of assessment processes in school and university programs. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 394 903

SCHOOL PARTNERSHIP ENACTED: THE CONSOCIATE SCHOOL

American Association of Colleges for Teacher Education
1995 Annual Meeting
Washington, DC
February 13, 1995

College of Education
Eastern Michigan University
Ypsilanti, Michigan 48197
313/487-1414
Internet: Jerry.Robbins@emich.edu

Farmington High School
Farmington Public Schools
Farmington, Michigan 48336
810/489-3455

Jerry H. Robbins, Dean
Robbie A. Johnson, Associate Dean
Donna M. Schmitt, Associate Dean

James R. Myers, Principal

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J Robbins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Farmington PUBLIC SCHOOLS

SP036357

ABSTRACT

SCHOOL PARTNERSHIP ENACTED: THE CONSOCIATE SCHOOL

Jerry H. Robbins, Dean
Robbie A. Johnson, Associate Dean
Donna M. Schmitt, Associate Dean
College of Education, Eastern Michigan University
Ypsilanti, Michigan

James R. Myers, Principal
Farmington High School
Farmington Public Schools
Farmington, Michigan

The need for collaboration and partnership between SCDEs and K-12 schools was never more needed than today. Rising expectations and declining resources have joined forces to cause educational professionals in both settings to examine various options and maximize resources in new and creative ways. Additionally, the changing demands for the role of educators and the schools have required SCDEs to re-examine how they educate educators.

One of the recent responses to the call for reform and change in the collaboration mode has been the creation of the model called the **Consociate School (CS)**, as envisioned and promulgated by the Renaissance Group of professional education schools in the United States (1993). Using a shared vision of the role of schools and the people who work in them, the Consociate School model brings faculty and administrators from SCDEs together with colleagues in the K-12 setting to synergize efforts to provide the best possible education for its constituencies. This synergism happens through a variety of channels, including discourse, planning, sharing resources, collaborating on research, developing institutional commitment, mentoring pre-service educators, setting common goals and objectives, and monitoring progress.

Eastern Michigan University, a member of the Renaissance Group, recently identified Farmington (Michigan) High School as its first Consociate School, the first such CS partnership in the country. The process whereby this partnership agreement was developed and enacted may well provide a model for others seeking to establish similar arrangements. The major objectives of this session will be:

1. to share the process used in the initial development of the CS relationship;

2. to describe the various projects undertaken by the CS partnership, including those elements of each project that direct changes in the partner institutions;

3. to identify elements contributing to the success of such partnerships;

4. to dialogue with session participants regarding these and similar collaborative SCDEs/K-12 efforts;

5. to encourage the development of future Consociate Schools and similar collaborative partnerships in other settings; and

6. to engage in team-building activities between SCDE and K-12 colleagues.

The format of the session will be case study, because the one CS partnership will be analyzed. However, the presenters will represent both the university and the school district involved. Following presentation of general information concerning the partnership, its egis and intitatives, there will be an open discussion of the issues between and among presenters and session participants. Emphasis will be placed on what has worked, how the collaboration has made a difference in what each of the partners is doing, and what strategies are being planned for the future. Further, participants will be encouraged to dialogue about their experiences with similar collaborations, and to compare elements of success with those identified in the presentation.

References

Renaissance Group, The. (1993). Educating the New American Student. Cedar Fall, IA: University of Northern Iowa.

Criteria for Consociate Schools*

1. Shared goals focused on learners, both K-12 and post-secondary.

2. Shared decision-making through ongoing dialogue.

3. Commitment to provide necessary resources for teacher education programs, including:
   - Time;
   - Materials;
   - Facilities;
   - Expertise; and
   - Leadership.

4. With resources in place, collaboration in a continuous cycle of planning, monitoring and evaluating of preservice and inservice education, beginning with recruitment of prospective educators.

5. Collaboration in research on models of schooling, teaching and assessment.

6. Shared commitment to continued professional development, including:
   - Quality assurance program for EMU beginning teachers;
   - Quality assurance program for cooperating teachers; and
   - EMU Teacher "hot-line" to provide induction support and remediation.

7. Involvement and integration of all concerned entities, including:
   - Staff members;
   - Governing boards;
   - Community groups;
   - Agencies;
   - Businesses;
   - Professional organizations; and
   - Parents and citizenry.

8. Recognition of Consociate School work as a scholarly activity for university faculty.

9. Shared practices relative to technology and its applications in the educational arena.

*Extracted and summarized by Donna M. Schmitt, Eastern Michigan University, from Renaissance Group document prepared by the Partners With Schools Affinity group (James Kelly, Chair), entitled *The Consociate School Model*, April 12, 1994.

1/95

EASTERN MICHIGAN UNIVERSITY/FARMINGTON PUBLIC SCHOOLS CONSOCIATE SCHOOL PARTNERSHIP

PURPOSE

The following document is designed to provide direction in the establishment of a consociate school partnership agreement between Farmington Public Schools and Eastern Michigan University. As dialogues continue and/or pilot projects are initiated, the document may be expanded to include additional sections on governances and operations of the partnership.

RATIONALE FOR FORMING OF CONSOCIATE SCHOOL PARTNERSHIP

Demands are increasing from numerous political arenas, demands which focus on the need to change education in order to prepare students for the 21st century. Emphasis focuses largely on the creation of learning environments which foster critical thinking in a technological and information rich society. Such a learning environment can be achieved through extensive collaboration between schools and universities. Moreover, through such collaboration, public schools and universities would benefit from infusion of new instructional practices supported by the best practice and research.

Collaboration creates a synergistic effect on the learning of children. Collaboration creates a much more powerful effect on the learning and teaching than the separate efforts of each institution. The creation of such environments may require a redefinition of the evolving roles of teachers, students and university faculty. This redefinition provides a monumental challenge to both the College of Education at Eastern Michigan University and Farmington Public Schools. A significant issue that must be addressed by both universities and public schools will be the commission of the energy and resources to provide teachers professional growth opportunities needed to transform practice.

It is in the spirit of improving both public education and teacher education that the Farmington Schools and Eastern Michigan University consociate school partnership is exploring a variety of cooperative/collaborative initiatives which can be grouped into the categories.

1. Field Experience: Students in field experiences have traditionally been placed into a variety of school settings, some which may or may not match the teaching philosophy that has been taught at the university level.

Through this consociate school partnership, it is expected that we can develop new channels of communication between Farmington Public Schools and Eastern Michigan

University which will narrow the gap between that which is taught in teacher education courses and its application in field experiences.

Exploration of consociate school partnership issues related to field experiences will focus on the nature of those experiences and how they can be integrated with coursework; how university students can contribute to the learning of public school students; and how learning environments can be created in which university students and public school students engage in critical thinking in a high technology environment.

2. Staff Development: Faculty and staff at Eastern Michigan University and Farmington Public Schools can gain substantial benefits in the collaboration on staff development activities. Farmington Public Schools' faculty, where appropriate, could participate and/or present in university courses. Likewise, university faculty, when appropriate, could participate in school functions.

Collaboration in the development of staff development activities which focus on curriculum development, technology, assessment are of particular interest to both institutions.

3. New Configurations: Exploration in the development of consociate school partnership activities provides the opportunity for new configurations in combining resources to meet the needs of Farmington teachers/staff, university faculty, university students and public school students. By combining resources and by rethinking the use of existing resources, a much greater effect on the learning of children can be realized.

For example, the possibility of combining the expertise of university staff and public school staff will increase professional growth. Also, the possibilities of doing professional development activities, e.g., via satellite uplink and downlink or via a fibre optics network, provide exciting opportunities for the future. Finally, utilizing public school teachers' expertise in university classrooms (or locating university coursework in schools) represents a reconfiguration of existing components in Teacher Education at Eastern Michigan University. More importantly, creating new configurations results in providing a new set of opportunities for university faculty and for having an impact on the children's learning.

POTENTIAL CONTRIBUTIONS OF EACH INSTITUTION

Farmington High School Contributions

- Provide an opportunity for real world learning experiences for students from Eastern Michigan University.
- Provide expanded pre-student teacher as well as student teacher experiences.

- Conduct teacher/professor exchange program.
- Collaborate on North Central Outcomes-Based Evaluation Plan.
- Provide Farmington site for EMU to offer evening graduate classes.
- Co-sponsor mini conferences.
- Increase opportunity for professional growth of Eastern Michigan University faculty.
- Provide real world problems for graduate students to research and design proposed solutions.
- Provide opportunities to apply research-based concepts.
- Provide an opportunity to explore restructuring ideas through field study.
- Provide opportunities to explore advanced uses to technology for various specialized populations and courses.
- Collaborate in planning professional education curriculum which will prepare students for the 21st century.

Eastern Michigan University Contributions

- Provide regular cadre of student teachers and pre-student teachers.
- Conduct teacher/professor exchange program.
- Collaborate in development of North Central Outcomes-Based Evaluation plan.
- Design and conduct university level courses on-site in Farmington.
- Co-sponsor mini conferences.
- Conduct special seminars on key issues.
- Collaborate in aligning outcomes to curriculum, instruction and assessment.
- Collaborate in the co-development of portfolios and other alternative forms (to MEAP) of assessment.
- Collaborate cooperative learning projects.
- Collaborate developing community involvement plan.
- Help provide challenge/stimulation to students gifted in a particular area.
- Examine possibility of service learning.
- Examine inclusion of higher order thinking skills across the curriculum.
- Examine restructured use of time.

CONSOCIATE SCHOOL PARTNERSHIP AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND FARMINGTON PUBLIC SCHOOLS

This agreement is entered into on the seventeenth day of November, 1993 by and between Farmington Public Schools and Eastern Michigan University. This agreement will be governed by all policies of the Farmington Board of Education and the Board of Regents of Eastern Michigan University. All applicable state and federal laws which apply to both institutions will continue in force. Either party may choose to terminate this agreement at the close of each academic year at Eastern Michigan University or at the Farmington Schools. Written notice must be given at least eight (8) weeks prior to the end of the academic year in the event of termination of this agreement.

Support of the consociate school partnership, (hereafter referenced as simply "partnership,") both financially and/or through institutional resources, which may be incurred in the implementation of this project will, to the extent possible, be equally shared by both institutions. All expenditures of real funds will require the signature of the Superintendent of Farmington Schools or his designee as well as the appropriate administrative personnel designated by the President of Eastern Michigan University. In transactions where the equal sharing of expenditures is not possible, the institution which incurs the expense will agree to such an expenditure and in advance with the understanding that a balance sheet will be kept and reviewed each six months to insure an equal sharing of the total cost of a given project. All existing regulations governing the expenditures of funds for either institution must be followed in the operation of this partnership.

In-kind contributions, e.g. through faculty released time, travel funds or other expenditure categories, will be negotiated on a project by project basis. Agreement on in-kind contributions will be made in writing for specific projects and/or periods of time.

If external funding (external to both institutions) is secured for the operation of any portion of this partnership, the legal responsibility for monitoring the allocated funds will be assumed by Eastern Michigan University and/or Farmington Public Schools. Any changes to an original project proposed budget will be through joint agreement of both institutions.

Any or all staff members who participate in this partnership continue to be considered full time employees of their original institution. Changes in employment status require the signature of the employee affected, the signature of proper authorities

of both institutions and must conform to any and all existing collective bargaining agreements affecting both institutions.

Facilities and resources of both institutions will be made available to support this project only after being requested through the proper authorities at each institution and when the proposed use does not interfere significantly with the normal operation of such facilities and resources in use by the providing institution.

Subsequent to further discussion after the approval of this partnership, an appointed advisory board will be established as a Consociate School Partnership Board of Directors to serve as the policy-making body and the liaison group for the partnership. An equal number of staff members will be selected from each institution. In order to insure the flexibility of this partnership to meet the needs of both institutions, the Partnership Board of Directors may make adaptations in this agreement throughout the year with the approval of the appropriate governing bodies at each institution. The governing bodies of both institutions shall be informed of the project. In March of each year, an evaluation report will be compiled and submitted to the Partnership Board of Directors for continued approval or modification on an annual basis. The evaluation report will be prepared by designees of both institutions. IN WITNESS WHEREOF, the parties have executed this partnership on the date first written above.

Farmington Public Schools

by: _____
Board President

by: _____
Superintendent

Eastern Michigan University

by: _____
President

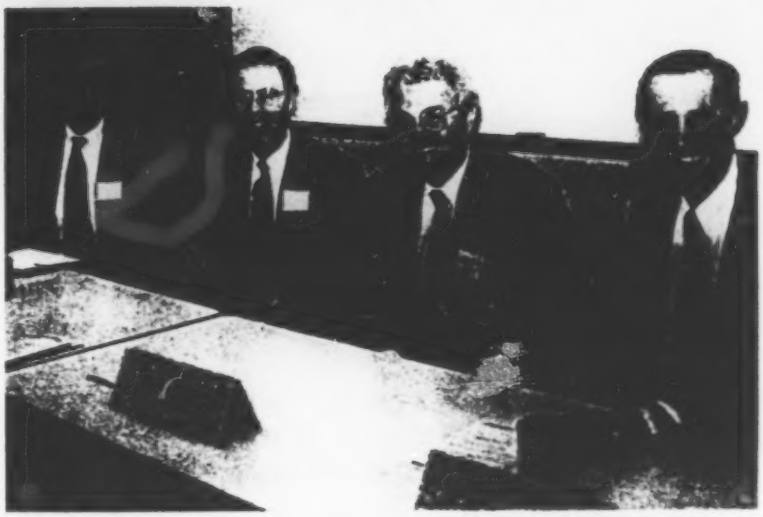
by: _____
Provost

by: _____
Dean, College of Education

Adopted: _____

Farmington High, Eastern Michigan University link resources

FHS becomes EMU's first consociate school



From left to right: Jerry Robbins, dean of EMU's College of Education, Michael Flanagan, former Farmington Schools superintendent, William Shelton, EMU president, and Jim Myers, Farmington High School principal, celebrate Farmington High School's initiation as Eastern Michigan University's first consociate school. The signing ceremony was November 17 at FHS.

Farmington High School (FHS) joined hands with Eastern Michigan University (EMU) as the university's first Consociate School at a signing ceremony November 17 at Farmington High.

A "consociate school" is a school site that has developed an exceptionally strong working relationship with an education college. The Renaissance Group, an organization of 24 teaching colleges and universities, developed the concept.

"We are delighted to recognize Farmington High School as EMU's first officially designated Consociate School," said Dr. Jerry Robbins, dean of EMU's College of Education. "Leaders and faculty from both institutions have identified a number of highly creative ways that will be mutually supportive in our efforts to improve educational opportunities for young people."

FHS's Consociate School designation is the result of a year of planning, several pilot projects and discussion between leaders and faculty from FHS and EMU's College of Education. The consociate school relationship will formally mark the beginning of a multi-year series of interrelated activities between the two institutions. These activities will improve educational opportunities for Farmington High students while assisting EMU's College of Education in its missions of teaching, creating scholarly activities and serving other educational entities. Both groups meet monthly to discuss long-range plans and to brainstorm new ideas.

"Our partnership with Eastern allows us to grow, develop and restructure," said John Barrett, assistant principal at Farmington High. "It is mutually beneficial. We can exchange and explore ideas in education."

So far, the team has developed a counseling program in which EMU graduate students counsel high school students and adults. Professional counselors oversee the program. In addition, FHS and EMU will exchange faculty. Pre-student teaching and student teaching groups will pair students and educators from both institutions.

The partnership also includes a graduate course on restructuring schools team taught by two district professionals and two EMU College of Education professors for Farmington schools educators. Graduate students pay tuition and receive graduate credit.

"These activities just scratch the surface of the possibilities available through a partnership of this kind," added Barrett. "The opportunities are limitless."

BEST COPY AVAILABLE

CONSOCIATE SCHOOL PARTNERSHIP
EASTERN MICHIGAN UNIVERSITY & FARMINGTON HIGH SCHOOL

Successes Achieved

Projects Undertaken

Projects Planned

•Structured Pre-Student Teaching

•Clustered Student Teaching

•On-Site Undergraduate Courses

•On-Site Graduate Courses

•Team Teaching

•Articulation/Coordination of Curriculum and Admission Standards

•Technology Linkages

•North Central Target Goals/Collaborative School Improvement Project

•Counseling Practicum

•Daggett Grant

•Special Education Teacher Placement

•Special Olympics

•Health Education: Drub Abuse, Sex Education

•Recreation Activities

•Conflict Resolution Training

•Art & Music Curriculum

•Student Assistance Teams

•Guest Teaching

DRAFT

FARMINGTON HIGH SCHOOL
CONSOCIATE SCHOOL
PROGRAM ASSESSMENT PLAN

The Farmingtion High School Consociate School Project has been in existence for nearly a year. A number of projects are in progress or have been implemented. Specific goals have been identified for the coming year along with related projects. The report is presented in three separate sections: a) process; b) goals/related projects; c) suggested assessment strategies; d) proposal form.

Process

At the point when a project is proposed, a specific assessment strategy along with timelines for assessment should accompany a proposal. The proposal should include a brief statement of how the proposal is related to project goals, timelines, persons responsible and strategies for assessment with a report date (see Appendix A).

Once a year, during March those who are responsible for various projects would submit a brief written report the committee. The committee will authorize the use of appropriate assessment data to be incorporated in an annual report suitable for release to multiple audiences.

Goals/Related Projects

There are five goals identified for the 1994-95 academic year. These goals are presented along with related activities.

Goal 1: The project will establish techology linkages through a variety of formats.

Related/Proposed Activities:

-Interviews via conference calls
-Computer E-Mail
-Writing assessments
-Satellite/Telephone linkage
-Interactive Video
-Use of the Internet

Goal 2: The project will secure additional external resources for simultaneous restructuring and reform of school and university programs.

Related/Proposed Activities:

-At least one grant will be submitted that is jointly sponsored/prepared
-At least one activity will result from mutual in-kind contributions

Goal 3: The project will disseminate model processes and projects to local, state, regional and national outlets.

Related Proposed/Activities:

-The model will be presented at one national conference
-There will be at least one local press release
-There will be at least one state conference presentation
-There will be at least one article written for a professional journal
-There will be at least one exchange/team teaching activity

Goal 4: The project will assess the degree of congruence between Farmington High School exit criteria and EMU admission expectations.

Related Proposed/Activities:

-At least one meeting will be held between EMU admission personnel and FHS personnel
-Formal written recommendations will be developed by the committee

Goal 5: The project will enhance the congruence of assessement processes in school and university programs.

Related Proposed/Activities:

-At least one program area at the high school level will be assessed through collaboration of university and school personnel

-At least one meeting will be held which focuses on assessment processes common to the College of Education and Farmington High School and which involves university personnel and public school personnel

Suggested Assessment Strategies

A variety of assessment strategies should be used, depending on the nature of the project. The purpose of the these strategies are generally twofold: a) to identify ways in which the project/activity can be improved; b) to communicate the impact of the project to a variey of audiences/constituences. Therefore, there are two categories of assessment strategies: general; specific. The general category comprises a small number of strategies which should/could be used with all projects. The specific category comprises a variety of strategies from which individuals should choose in order to tailor the assessment process to the nature of the activity.

General. Several general strategies should/could be use with nearly every project:

-Exhibitions, e.g. photos, samples of student works;
-General Anecdotal Surveys, (1 page solicitinganecdotal information, ie quotable quotes)
-Itemized Surveys, (Likert Scale; Multiple Choice, etc; probably no more than 5 items);
-Scrapbook Entries (similar to exhibitions), e.g. at every event, activity, there should be photos, copies of published press releases, samples of student work, etc. placed in the project scrapbook to be kept at the school

Specific. There a variety of assessment strategiie utilized and tailored to specific activities

-Activity specific survey, e.g. 5 or so items specifically tailored to the activity;
-Portfolio exhibits of student works where appropriate, ie. 2-3 samples of the types of work which exemplify the specific objectives of the activity;
-Video-taped segments which exemplify the objectives;
-Specific anecdotes, e.g. from sample interviewing.

As stated earlier, a deadline for reporting assessment results for each activity would be set at the beginning of the year. Persons would be identified who would be responsible for reporting the assessment results in a brief written report.

APPENDIX A
Project Proposal and Assessment Plan

Proposed Project Description:

Proposed Project Objective:

Relationship of Proposed Project Objective to
Goals of Consociate School Project:

Strategy for Assessment of Propose Project:

Timelines for Reporting Assessment Results: